

Not every school district in this country needs more teachers. Not every school district in this country has a terrible school building. Some school districts need more computers. Some school districts want to expand their language programs. Some school districts want to expand their dance programs. Some may want to expand their math programs. That decision should be made at the local level. Only the parents, only the teachers, only the principals really know what a local school district needs in order to make it a better place for kids to learn in. We don't know in Washington.

Yet, the President and his friends and his supporters seem to feel that they know best, that they can run all the school districts in this country out of some building down here on Constitution Avenue. It doesn't work that way.

If we really want to help out local school districts, what we will do is relieve them of having to fulfill the obligations of the Federal Government by paying the costs of special education and free up those dollars so that the local school districts can spend them where they see fit, where they feel they will get the best return. If we really want to help local education, what we will do as a Congress and what the President should be suggesting is that we will fund the special education needs of kids in this country to the tune of 40 percent, which we committed to.

Ironically, if you take the dollars being proposed by the President to be spent on his new categorical programs where he tells everybody in the country how to run their school districts, and you add them up, in 5 years—which is the goal that we have set as a Republican Congress—in 5 years, you will be at just about the 40 percent that the Federal Government said it was going to spend on special education. If you take those dollars and you move them over to special education, you will be accomplishing what we said we were going to do back in the 1970s. But, more importantly, we will be freeing up the local school districts to educate kids the way they know they must be educated rather than the way some bureaucrat down here in Washington thinks they should be educated.

That is the difference. That is what the debate is about. The Republicans believe that schools should be operated at the local level, that it should be the parents, the teachers, and the principals who make the decisions on education. Regrettably, some of our colleagues on the other side, and clearly the people down on Pennsylvania Avenue, feel that they know better than parents, teachers, and principals—they should be the ones operating our schools.

This is not a dollar fight. It is not a question of putting more dollars in education. It is a question of where the dollars go, how they are better managed, how they can give the best return

for the dollars spent for education which we need.

So there is the difference.

The Republican Congress is showing the right way. We have put our money in the right programs. We have committed to special education the huge increase in spending. I just wish the President would join us in that.

Mr. President, I yield the floor.

MAKING FURTHER CONTINUING APPROPRIATIONS FOR FISCAL YEAR 1999

Mr. GORTON addressed the Chair.

The PRESIDING OFFICER. The Senator from Washington.

Mr. GORTON. Mr. President, I ask unanimous consent that all the debate time on the 2-day continuing resolution be yielded.

The PRESIDING OFFICER. Is there objection?

Without objection, it is so ordered.

Under the order, the joint resolution is passed.

The joint resolution (H.J.Res. 135) was considered read a third time and passed.

EXTENSION OF MORNING BUSINESS

Mr. GORTON. Mr. President, I ask unanimous consent that morning business be extended until 4 p.m. with Senators permitted to speak for up to 5 minutes each.

The PRESIDING OFFICER. Without objection, it is so ordered.

Mr. GORTON. Mr. President, I ask unanimous consent that I may go over that 5-minute limit by not to exceed an additional 5 minutes.

The PRESIDING OFFICER. Is there objection?

Without objection, it is so ordered.

THE DEBATE OVER EDUCATION

Mr. GORTON. Mr. President, I can do no better than to echo the eloquent remarks of my friend and colleague from New Hampshire. The debate over education today is not a debate over its importance. It is not a debate over the relative commitment of Republicans and Democrats to increase the educational opportunities for our children. The debate, as we have it today, is over who determines how and where that money should be spent—bureaucrats in Washington, DC, or the parents, teachers, principals, and elected school board members in thousands of school districts across the United States. That debate is a vitally important one.

In his 1997 state of education speech, Secretary Riley said, "We should not cloud our children's future with silly arguments about Federal Government intrusion." But that is exactly what this debate is about. It isn't silly, and it couldn't possibly be more important.

Secretary Riley may feel it very natural that he and the President and his

bureaucrats in the Department of Education here in Washington, DC, should set those priorities for all of the thousands of school districts across the country. We do not. We believe in the wisdom of school board members and in the dedication of principals and teachers and parents to the quality of their children's education.

I want to emphasize once again, the President in his budget this year asked for \$31.4 billion for education. The budget passed by the Senate of the United States has \$31.4 billion for education. Later, the President came back and asked for an additional \$1.1 billion. Republicans have agreed that that \$1.1 billion is appropriate.

But in negotiations, of which I have been a part, the President has narrow prescriptions for the use of that \$1.1 billion. In fact, when I looked at the statutory language that the President's people asked for, the first two lines were about the appropriation of \$1.1 billion. All of the rest of the language was designed to restrict the discretion of State and local education agencies in connection with the spending of that \$1.1 billion, narrowly focused on teachers, focused even more on teachers in the first three grades; subject to the rules and regulations of the Federal Department of Education at every possible turn, the distribution formula and the set of rules already adopted for the spending of money from the pot into which this \$1.1 billion is to go, according to the President. The formal rules take up just 15 pages of regulations—perhaps 15 pages too many. But the nonregulatory guidance for those regulations is another 171 pages. And, of course, there would have to be additional regulations on top of those, and additional guidance on top of those, for this program as the President has recommended it.

In its publication called "Education At The Crossroads," the Education Committee of the House of Representatives reports that there are now 760 Federal education programs, requiring something over 48,600,000 hours of paperwork per year—48,600,000 hours of paperwork. We simply need not add to that burden. Mr. President, 90 percent of those hours now paid for out of the education budgets of our school districts and of our States, 90 percent of those hours could be far more profitably spent on additional instruction for our students or the money spent on improving the physical quality of our schools or the equipment that our schools and our teachers use to train our children. But those moneys are now spent meeting the regulations of the Federal Government accompanying the modest amount of money—some 7 percent to 8 percent—the modest amount of money that the Federal Government supplies as against the States and local taxpayers for the maintenance and the instruction in our public school program.

We, on the other hand, without a debate with the President over the

amount of money to be spent on education, prefer that it be distributed through an existing Federal program, the one existing Federal program that carries very few regulations with it, directly to the school districts of the United States, to be spent in the way that each of those school districts feels most appropriate. More teachers? Yes, where those school districts feel that is their No. 1 priority. Focused on special education where, as the Senator from New Hampshire pointed out, we have imposed innumerable burdens and regulations on our school districts but supply less than 10 percent of the money to meet those regulations? On other matters that may be more significant to particular school districts across the country? Yes.

In discussion of this issue in the course of the last 24 hours with a distinguished Democratic Member of the House of Representatives on the committee there dealing with education, we were told that even in that Representative's own district, the school boards could not be trusted. This Representative was eloquent on the tumbled-down nature of many of the schools in his city, eloquent on the lack of adequate teaching in that school district, but he was totally unwilling to let the people who elected both him and the school board members in his city—he was unwilling to allow those elected school board members to decide how this new money should be used. He was convinced, for some reason or another, that they would ignore the condition of their schools and the quality of their teachers and find something else to spend the money on.

Between that idea and ours, there is a great gulf fixed. We feel that if the school boards are allowed to determine how this money should be spent, it will, in the vast majority of all cases, be spent more wisely than it could possibly be spent under a set of one-size-fits-all regulations from Washington, DC, and we feel that there will be more money in the schools because less of it will be used for this 48-plus million hours of filling out paperwork.

Those are the two principal reasons for our perspective on this issue—a trust in the dedication of the parents and teachers and principals and superintendents and school board members to the education of the children committed to their care, and to the belief that the less the paperwork, the fewer the regulations, the more dollars that can get actually into the classroom.

That may be the last major issue separating us from the President in coming up with an overall omnibus budget and allowing this Congress to finish its work. But it is an issue of profound importance to every American—our students and our parents and all other Americans who wish to bequeath to their children and their grandchildren an even stronger America than the one they inherited from their parents.

Mr. THOMAS addressed the Chair.

The PRESIDING OFFICER. The Senator from Wyoming.

Mr. THOMAS. Mr. President, I ask unanimous consent that I be allowed to speak for 10 minutes in morning business.

The PRESIDING OFFICER. Without objection, it is so ordered.

PRIVILEGE OF THE FLOOR

Mr. THOMAS. Mr. President, I ask unanimous consent that Darlene Koontz, a fellow with the National Park Service, be granted the privilege of the floor for this afternoon's session.

The PRESIDING OFFICER. Without objection, it is so ordered.

NATIONAL PARKS RESTORATION

Mr. THOMAS. Mr. President, I rise today and come to the floor to thank the Senate and the House for the passage of S. 1693, the Vision 2020 bill, national parks reform. I think it is a great day for the Congress and for our national parks. Parks are one of the real resources, one of the real treasures that we have in this country that I think all of us have feelings for. There are lots of different parks and lots of different kinds of parks, but they are all our heritage. They are our culture.

I think we have known for some time that the parks have needed some assistance. They are more visited now than ever. They are more utilized, as they should be, by Americans than ever. The Park Service, on the other hand, thinks that they are at least \$10 billion in arrears in infrastructure costs and they need to change. I think there is a willingness to change on the part of the Park Service. So through hard work and bipartisan compromise we forged a bill that will preserve and help protect our parks now and well into the next century.

I have a special place in my heart for parks. I grew up right outside of Yellowstone Park near Cody, WY. We have the first park, Yellowstone, that is more than 125 years old now, also Grand Teton Park, which is, of course, a spectacular and unusual place, Devil's Tower. So parks are very much a part of the West. They also are very much part of the rest of the country. Right here in Virginia, last week my wife and I went to Philadelphia, Independence Park, one of the great treasures of our history. So I am very pleased with this legislation and I think it will be helpful.

Let me mention a few of the major provisions of S. 1693. First, it requires the Department to develop a strategic plan and comprehensive budget for the individual units. It is a large business. The budget is \$1.2 billion. So there has to, now, in addition to the management of resources, be management of a large financial issue. We need plans. We need a Park Service that has transparency in terms of its plans and in terms of its budget. There needs to be a budget. There needs to be assurance

that the expenditures are the same as the appropriations requests. That has not always been the case.

We need to establish a process for developing new parks. There are criteria for parks and they need to be followed. We have a proposition where there would be a study to see if, indeed, that park does square with the criteria that we have set forth. Too often, I think, Members of Congress have been able to bring parks into the system to be supported by Federal dollars when, frankly, they really perhaps did not meet the criteria that they should.

The bill provides for enhanced training opportunities for Park Service employees. Many of them have very specialized jobs, very specialized work to inventory and to understand what the resources are and to protect them. In my experience of working with Government and in this Government, I don't know of an agency that has a more dedicated staff than does the Park Service. They are people who are really committed to what they are doing and committed to the preservation of parks and making them useful. We need to help with opportunities for training.

We are providing for increased scientific study and research to ensure park resources are inventoried and they are, indeed, protected.

There are two purposes: The first purpose of the park, of course, is to maintain the resources, whether they be cultural or natural resources. The second is to provide for its owners, the American people, to visit. One of the elements of that, of course, is the concessions that provide the services that are necessary.

We have worked at changing the concessions policy and making it more competitive so that new businesses can have an opportunity to provide them, to provide them more efficiently, to provide more of an opportunity, and to pay some of the income to the park as a means of sustaining it.

We have eliminated the preferential right of renewal so that there is competition for those services as they are renewed.

We have authorized the new national park collectible passport which provides an opportunity for supporters of a park to pay a little something and to have in their car window or their house window this attractive passport that will allow us to help support the parks.

We provide for increased philanthropic support for individual units to help Friends of Yellowstone, for example, to raise money, and they raise significant amounts of money for parks.

We have authorized some studies for the Park Police which is necessary. We have some 400 Park Police right here in the Capital who have large responsibilities.

These are some of the changes that we have worked at. This is the first time in 18 years that we have had a generic parks bill that is designed not to deal with some specific park but rather to deal with the whole idea of a system